

Incorporating PS/QI into Medical Student Experience

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Quality Improvement Projects During a First Year Rural Medical Student Experience – A Feasibility Pilot

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Background

Rient Sāfēt (P& Q) Improvment (Q) are stāndārd ē are in medē a pṛactice, required b the RRCT or resīdēts, the AAMC or medē a stū-dēnts ānd/or recertificāti on b pṛacticēng phis-i-cians. Introducing resīdēts tō Qh ās bēen shō n tō improv ātēnt cāre ānd unḍēstāndēng ō Q. This study assessed the feasibility of incorporat-ing PS/QI into a first year medical school experi-ence with primary care physicians in rural com-munities including time burden, barriers, and educational benefits.

Methods

Three famīl medicine resīdēts vōlunteerē d a pāt d their Qēdē āti on. 8 medē a stū-dēnts ē ēe recruited āt their Pṛactic ā Immersi on E pērience (P& E) ātēnt āti on ānd the phisici ān pṛactices ē ēe quēdēt og ān their pēmissi on f or the pṛjects. The AAFP Diabetes Mētic Mōdēl ās chō ēn ā s ā mōdēl Q pṛject ānd ā cōllōbrātē v pṛject ē ēith the Nē Mēdicō Hē āth Dēp ārtmēt ē ā dē v ēpēd f or P& E P& E Qāil Improvment Rō dēgē Assessment Tēst (QKAT), ā wāildā dinstnēt ē ē ās used f or pē- ānd p- tēsts. Sūr v ēl Mnkē ē ē ās used tō assess the time spent in the pṛjects b the stū-dēnts ānd pṛactices. The fēu tēl, resīdēts ānd medē a stū-dēnts p āticip ātē ān ā p- āp sēssi on tō discuss their ē pēriences ānd recōmmēd āti on f or future impmēt āti on.



Results

Rō bē upsur ē

Measure	Students	Preceptors/ Practice sites
Time Required	21.3 hrs	5.4 hrs
Hö U sēfu W ās Pṛject (1-5)	4.3	3.8
Imp āt on Educ āti on (1-5)	4.3	
Comf ort Tē v lītūrē Pṛject (1-5)	3.8	
W ā ā d Rēpēt Y / N	75 %/4 (1 unsur)	100 %/5
Övēr āll Sātisf āti on (1-5)	4.8	4.2

QKATresū tē - Compositē comf ort dē v lēf 12 āspects ō QRē scōrē on Qē ās ē ēēn āi ō

Measure	Rst- Test Comf ort	Rst- Test Comf ort	Rst- Test Cāse Sē cōrē	Rst- Test Cāse Sē cōrē
Stū-dēnts	15.5	22.8	3.5	9.3
Resī-dēnts	15.7	30.3	6.6	9

Thēms frōm the feedback sēssi on:

- ♦ **Students**
 - * Eē lēng ō rēspōnsī bīl ē dūring their rē āi ē ē pērience
 - * Ōiēt āti on ānd h āng ē ē lēd sēgnē ē ē okshēet minimū ē dē time in v ēstment f or the DMQ pṛject
 - * Wēē ē ē dē briefing v ā v ēd ē ān f ērēncē hē pēd ē cōrdn āt the P& E cōmpōnēt
 - * Improv ē dē cōn f ēdēncē f or future P& E Q pṛjects
- ♦ **Preceptors**
 - * Ōpportunitē tō improv ē qu āil ē dē ā ē
 - * Ōpportunitē tō cō ām CME ē hī d ē cōkēng ē ēith medē a stū-dēnts
 - * Ad vāncē dē cōmmūnic āti on ānd sēgn- ups f or the mētric pṛgram ē ē ā d hē pē dū ē tō rē h ē tī v ēl shō t time frāmē
- ♦ Stū-dēnts ānd Rēceptōs fēl the time in v ēstment ē ē ās ē ās b ānd ānd āpprōp ē ā ē
- ♦ Stū-dēnts ānd Rēceptōs bōth fēl pṛjects ē ē oth rēpē ātēng

Limitations

- ♦ Sū ā l pī ē ē grōp
- ♦ Imite d nūm b ēr ē cōmp dēd sūr v ēs, Rē- Tēsts ānd Rst- Tēsts
- ♦ Ōpōrti on p āticip āti on
- ♦ Mētric pṛgram h ās ā limate d ōpōrti on f or Q pṛjects- m ā bēcōmē rēpētitē v ē f p āticip ā- āng pṛceptōs
- ♦ Sōmē pṛactices h ād ādītūti on ā b ē cōncēms rēg ārdēng āssēssmēt ō P& E ārāmetērs
- ♦ Sūr v ēl ē ē āshō t time pēriōd tō āssēss pṛacticē āngē

Conclusions

- ♦ Bōth stū-dēnts ānd pṛceptōs f ānd the time in v ēstment tō bē f ē ās b ānd ānd āpprōp ē ā ē
- ♦ Eng āgēng medē a stū-dēnts in P& E Q pṛjects dūring their rūr ā bī āi ē ē pērience ādd v ālē f or the stū-dēnts ānd their pṛceptōs
- ♦ Stū-dēnts ē ē pēssēdē cōn f ēdēncē in p ānnēng ānd p āticip ātēng future P& E Q pṛjects
- ♦ Rēceptōs m ā improv ē the qu āil ē dē ā ē ān their pṛactices ānd m ā cō ām CME rēdīt

Future Directions

- ♦ Pāns ārē in p ācē tō cōpōrātē P& E Q pṛjects ās āst ānd p āt ē dē the curriū tīm f or ā lll N M Mēdē a stū-dēnts in their rūr ā bī pṛactic ā Immersi on (P& E) ē pērience
- ♦ P& E Q ēdē āti on h ās ā ād āt ātēd f or rēst- ē ē ā d N M Mēdē a stū-dēnts in Jūn ē 2014 ānd is hēpēd tō bē ēncōr ātēd tō ā āngtū- d n ā P& E Curriū tīm



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